

IDAHO ADULT BASIC EDUCATION
ASSESSMENT AND GOAL-SETTING POLICY

JULY 1, 2010

Assessment Policy

Section 1 - Introduction

Overview

Title II of the Workforce Investment Act (WIA) and the Adult Education and Family Literacy Act (AEFLA) form a partnership among the federal government, states, and localities in providing adult education and literacy services. The National Reporting System (NRS) is the accountability system for the federally funded adult education program, mandated by WIA. The NRS requires states to establish a comprehensive accountability system for adult education programs. The NRS includes student measures to describe adult education students, program participation, and assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures. Federal reporting is based on learning gains and achievement of learner core measures within a program year.

IMAS Tip: Refer to the National Reporting System website for NRS Implementation Guidelines. <http://www.nrsweb.org>

Need for Assessment Policy

The assessment policies and procedures are designed to make sure adult education programs set a uniform policy throughout the state and meet the following requirements of the NRS:

- Use of statewide standardized assessments with paired forms of pre- and post-testing to determine educational gain of participants.
- Use of consistent testing and security protocols to ensure a standardized testing format and to ensure quality data; and
- Use of data to promote continuous improvement of local programs.

In order to report Idaho's NRS data, all programs must participate in collecting accurate and valid measures of students' success. Assessment policies and procedures apply to all adult education and literacy programs receiving AEFLA and/or state funding.

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills. The National Reporting System (NRS) requires local programs to use a standardized assessment, with paired forms of pre- and post-testing, to evaluate students upon entry into the program and after a set number of instructional hours. It also requires documentation and reporting of progress, and completion of Educational Functioning Levels (EFL's). The EFL's provide information to the federal government about student progress.

The NRS EFL's also provide standardized assessment benchmarks allowing instructors to place ABE/ASE and ESL students into a particular level according to their scaled test scores. Using the test benchmarks, instructors can also decide when students have made progress within a level or completed a level and are ready to move to the next level.

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The National Reporting System has set five core measures that meet the requirements of the Adult Education and Family Literacy Act.

- **Educational Gain** – Learner completes or advances one or more Educational Functioning Level/s (EFL) from the starting level measured upon entry into the program.
- **Entered Employment** – Learner obtains a job by the end of the first quarter after the program exit quarter.
- **Retained Employment** – Learner remains employed in the third quarter after the program exit quarter.
- **Receipt of Secondary School Diploma or GED** – Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests, secondary school diploma or state recognized equivalent.
- **Placement in Postsecondary Education or Training** – Learner enrolls in a postsecondary educational or occupational skills-training program that does not duplicate other services of training received, regardless of whether the prior services or training were completed.

Programs must assign student goals according to NRS definitions and **differentiate between goals for reporting and goals for instructional purposes**. NRS goals must be achievable within the program year. For example, a student with a goal of GED attainment should be at an educational functioning level that makes passing the GED tests likely within the year.

Intake advisors should review the employment status of the student. If the student enters the program unemployed, he/she should be asked if they plan to become employed in the current year. Teachers and intake personnel must not assume student goals or determine the goal/s for the student. For example, while many ESL learners may determine their goal to be “learning English,” some may have an employment goal or another goal for participating in the program.

IMAS Tip: See *goal setting policy found in the IMAS manual*.

* The goal setting policy has also been attached to the end of this document for easy access.

Established student NRS core measures and instructional goals define the areas in which instruction and learning will be focused in addition to providing a benchmark by which programs and students report progress. Within the NRS framework, all students are assumed to have at least the one goal of development of literacy skills. This assumed goal is the reason that all enrolled students are counted in the educational gain measure and reported in NRS Table 4. Accurate pre- and post-assessment is the only way to verify completion of an EFL or movement from one EFL to the next for students included in Idaho's NRS data. Learner outcomes for the NRS data should be re-evaluated as needed and on an annual basis at minimum.

IMAS Tip: The completion of an EFL is one of the federal core measures for which all ABE funded programs are held accountable. This is the default on IMAS. Entry of pre- and post testing is the documentation for completion or advancing an EFL.

More guidance for goal-setting is available in the National Reporting System Guidelines Manual Chapter II, *NRS Measure Definitions and Data Collection Methods*, page 44.

It is the state's expectation that programs will have established **student centered intake and goal-setting processes** aligned with the state's adult education standards and performance indicators. (Refer to the IMAS Manual guidelines under “Student Intake” for criteria and activity sequence to be included in the intake process).

Purposes and Uses of Assessment

In general, assessments are used to:

- *Ensure accuracy in learner placement (locator/appraisal tests),*
- *Diagnose learner strengths and weaknesses,*
- *Guide instruction (pre-tests), and*
- *Monitor progress (post-tests)*

These tests must be administered in a standardized fashion and strictly adhere to assessment administration manual policy, with assessment results providing the basis for state and federal accountability reporting. Internal review of test administration is required at least once yearly to assure that tests are administered properly and within the allowable time frames. The state Office of Adult Basic Education will also conduct on-site reviews.

The results of assessment performance data are used at the state level to determine whether local programs, and in turn the state, are meeting their performance targets. This information is used when determining local funding awards, and is also used to guide program improvement initiatives funded by AEFLA monies in Idaho.

Section 2: General Requirements

Approved NRS Assessments

Local programs will administer the appropriate assessment from the following selected standardized assessment for both **Pre-** and **Post-**testing in Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL).

Focus Area of Instruction	Reading	Numeracy	Writing	Listening	Assessment Instruments
ABE	X	X	X		TABE
ASE	X	X	X		TABE
ESL	X			X	CASAS

*CASAS is the appropriate assessment for ESL. A program may administer either the CASAS Basic Reading and/or Listening assessment, or both, depending on the needs of the student.

IMAS Tip: IMAS will only allow one type of assessment to be entered, TABE or CASAS. For the purpose of Table 4, a student must be entered as either an ABE or an ESL student and their student status cannot be changed within the year.

The following assessment instruments and procedures **may not be used** for determining entry or exit Educational Functioning Levels (EFL's):

- General Educational Development (GED) Tests
- Official GED Practice Tests
- Test of English as a Foreign Language (TOEFL)
- Standardized tests that do not have a parallel form – English as a Second Language Oral Assessment (ESLOA); Slosson Oral Reading Test (SORT)
- Standardized tests that have not been correlated to the NRS levels by the test's publishers
- College placement tests
- Use of different assessment instruments for pre- and post-testing (e.g. CASAS for pre-test and TABE for post-test)
- Use of the same form for both pre- and post-test before 120 hours instruction (e.g. using Form 9 for both the pre and post testing before the 120 hours of instruction)
- Professional judgment

The Idaho state Office of Adult Education encourages local adult education agencies to use a variety of informal assessments to assist in guiding instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and teacher observations should be encouraged to monitor learning and to guide instruction on a regular, ongoing basis.

Validity and Reliability

The Standards for Educational and Psychological Testing (1999) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. All TABE and CASAS assessment instruments have undergone rigorous test development and validation procedures and meet the standards of the American Education Research Association (AERA), the National Council for Measurement in Education (NCME), and the American Psychological Association (APA). The TABE and CASAS Technical Manuals, contain detailed information about test validity and reliability.

Distance Education

Any distance education option must comply with all components of the assessment policy as does as any classroom- based instruction. Pre-testing, post-testing, and NRS reporting must all follow the guidelines set forth in this state assessment policy. This refers to minimum hours required to report students on NRS Table 4, pre-testing for ABE and ESL students, and post-testing for each. Accommodation guidelines must also be followed. Refer to Addendum1 for complete Distance Learning Guidelines.

Local Program Responsibilities

1. Intake and Data Recording

- ⌚ All students must be pre-tested using a state-approved standardized assessment instrument and assigned an Educational Functioning Level (EFL) within the first 12 hours of instruction. Students enrolled for less than 12 hours with a short-term goal (for example: take the GED practice test) would be the exception.

IMAS Tip: If a pre- test score is not entered into IMAS, no information regarding the student will be reported on the federal tables. IMAS will not allow input of incorrect post-test forms; therefore, if you enter a pre-test using form 9, the post-test level must be form 10 or IMAS will not allow you to enter the post-test data.

- ⌚ All students who will be included in Idaho's NRS federal reporting must be tested using either the **Test of Adult Basic Education (TABE)**, or the **Comprehensive Adult Student Assessment System (CASAS)**.

- ⌚ Local programs will assess students using the TABE locator or the CASAS appraisal with the results used to determine the level of pretest to be administered in the appropriate assessment instrument.

IMAS Tip: For the purpose of Table 4, a student must be entered as an ABE or ESL student and their student status cannot be changed within the year. **IMAS Tip:** Lowest score is beginning level for the student. For example: A student scoring a scale score of 183 on Reading assessment and a 200 on Listening assessment, the 183 would be entered into IMAS as student's entry level.

- ⌚ Every local program will develop a written intake procedure for all students to meet with a teacher, advisor, or an intake counselor to help identify and set goals and determine classes and/or options for instruction.

- ⌚ Designated individuals will record student data collected from the intake process on the Idaho Management and Accountability System (IMAS).

IMAS Tip: The staff member completing the Intake form with the student should enter the pre-test scores and instructional goals at the time of intake. Only scale scores are entered

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2. Test Security

Test security means not exposing examinees to test questions or content before actual testing. It also means keeping test books, answer keys, and test directions under lock and key between sessions and keeping test results confidential. (*Guide to Administering the TABE/CTB, McGraw-Hill, 2004*)

- ⌚ The local adult education program director assumes responsibility for safeguarding all assessment materials, including test administration manuals, test booklets, and answer sheets containing marks or responses.
- ⌚ All testing materials should be stored in a locked, preferably fireproof, file cabinet accessible to the test administrator, program director, or director's designee(s).
- ⌚ Staff members administering assessments should return all materials immediately after use to the test administrator, program director, or director's designee(s).
- ⌚ All answer sheets are treated as confidential until destroyed.

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3. Guidelines for Pre- and Post- Test Administration

	ABE	ASE	ESL/EL Civics
Pre-test			
<u>New Students</u>	Within first 12 hours of attendance	Within first 12 hours of attendance	Within first 12 hours of attendance
<u>Continuing students</u>	Final post-test of previous year, if dated within 6 months of new fiscal year	Final post-test of previous year, if dated within 6 months of new fiscal year	Final post-test of previous year, if dated within 6 months of new fiscal year
<u>Re-enrolling students</u> (6+ month absence)	Within first 12 hours of new attendance.	Within first 12 hours of new attendance.	Within first 12 hours of new attendance.
Data Entry & Monitoring			
	<p>Pre-tests are entered on IMAS- within two weeks of assessment completion.</p> <p>The State Office of Adult Education will review quarterly data reports from local programs to verify that state policies concerning assessment and data collection and entry are being followed. This will include monthly student file checks at the program level. These data reports and desk audits will be sent to the State Office for review (quarterly).</p> <p>An annual on-site monitoring visit will be conducted in each region to verify quality of data and to ensure that all state policies concerning assessment and data collection are adhered to.</p>	<p>Pre-tests are entered on IMAS- within two weeks of assessment completion.</p> <p>The State Office of Adult Education will review quarterly data reports to verify that state policies concerning assessment and data collection and entry are being followed. This will include monthly student file checks at the program level. These data reports and desk audits will be sent to the State Office for review (quarterly).</p> <p>An annual on-site monitoring visit will be conducted in each region to verify quality of data and to ensure that all state policies concerning assessment and data collection are adhered to.</p>	<p>Pre-tests are entered on IMAS- within two weeks of assessment completion.</p> <p>The State Office of Adult Education will review quarterly data reports to verify that state policies concerning assessment and data collection and entry are being followed. This will include monthly student file checks at the program level. These data reports and desk audits will be sent to the State Office for review (quarterly).</p> <p>An annual on-site monitoring visit will be conducted in each region to verify quality of data and to ensure that all state policies concerning assessment and data collection are adhered to.</p>
Post-test			
<u>All Students</u>	<p>After 60 hours of documented, academic instruction.*</p> <p>* Post testing may occur under the following limited circumstances <u>after</u></p> <ol style="list-style-type: none"> 1. Student has attained at least 40 hours of instruction, 	<p>After 60 hours of documented, academic instruction.*</p> <p>* Post testing may occur under the following limited circumstances <u>after</u></p> <ol style="list-style-type: none"> 1. Student has attained at least 40 hours of instruction, 	<p>After 70 hours of documented, academic instruction.*</p> <p>* Post testing may occur under the following limited circumstances <u>after</u></p> <ol style="list-style-type: none"> 1. Student has attained at least 40 hours of instruction,

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	<p>AND</p> <p>2. The program director has given written permission for each exception</p> <p>AND</p> <p>3. One or more of the following conditions is met:</p> <ul style="list-style-type: none"> -a student is leaving program; or -has completed a class, term, or semester in which the scheduled class time is 60 hrs. or more; or -has made significant or unanticipated learning gains. <p>All post-testing provided prior to the 60 hour rule must be documented using the forms provided by the State Office of Adult Education to verify reasons for early post-testing. Each region's documents will be kept in one binder at the regional office for onsite monitoring purposes.</p>	<p>AND</p> <p>2. The program director has given written permission for each exception</p> <p>AND</p> <p>3. One or more of the following conditions is met:</p> <ul style="list-style-type: none"> -a student is leaving program; or -has completed a class, term, or semester in which the scheduled class time is 60 hrs. or more; or -has made significant or unanticipated learning gains. <p>All post-testing provided prior to the 60 hour rule must be documented using the forms provided by the State Office of Adult Education to verify reasons for early post-testing. Each region's documents will be kept in one binder at the regional office for onsite monitoring purposes.</p>	<p>AND</p> <p>2. The program director has given written permission for each exception</p> <p>AND</p> <p>3. One or more of the following conditions is met:</p> <ul style="list-style-type: none"> -a student is leaving program; or -has completed a class, term, or semester in which the scheduled class time is 70 hrs. or more; or -has made significant or unanticipated learning gains. <p>All post-testing provided prior to the 60 hour rule must be documented using the forms provided by the State Office of Adult Education to verify reasons for early post-testing. Each region's documents will be kept in one binder at the regional office for onsite monitoring purposes.</p>
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4. Valid Pre- and Post-Testing Procedures

Prior to pre-testing, the TABE locator and the CASAS appraisal will be administered. The results of the placement test will be used to determine the level of the pretest to be administered. All pre-testing should be completed prior to the start of a student's entry into a program of instruction. Students who exit the program and who are separated from the program and then **return after six months must be retested** using the TABE locator and Complete Battery or the CASAS appraisal and pre-test.

Returning students or new-year carry over students who have a valid pre- or post-test (within the six month range) are not required to be re-tested. Though not required, it may be in the best interest of the student to begin with a current score. For example, a student who has stopped attending for a semester and works as a cashier during that time may be given a new locator and the subsequent pre-test may yield a higher math score.

After 12 months of continuous instruction, all students are required to take the TABE or CASAS locator or appraisal and a complete battery of pre-test again. This will help students and instructors set realistic goals and focus instruction.

The Idaho state Office of Adult Education requires that local adult education providers have a pre-post test match of no less than 50%.

5. Assessment Accommodations

The Americans with Disabilities Act (ADA) of 1990, Title III, Section 36.309, requires that accommodation in testing be provided to allow the learner who has a disability to demonstrate his/her level of understanding or mastery of a subject. The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998, which aim to improve access to adult programs and achieve employment outcomes for learners with disabilities.

Accommodations in testing alter the conditions for administering a test allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Without accommodations, the assessment may not accurately measure the student's knowledge and skills.

Local programs are responsible for providing fully accessible services and ensuring that these services meet reasonable criteria. Idaho Adult Basic Education programs will follow the testing accommodations guidance provided in the TABE and CASAS Test Administration Manuals.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis.

These accommodations, similar to "test-taking strategies," **may be allowed with no documentation** because the scoring of the tests will not be altered, may be interpreted in the same way as the scores of other students who take the test under default conditions, and are not expected to influence student performance in a way that alters the interpretation of the assessment.

- Use of visual magnifying equipment
- Use of large-print edition of TABE
- Use of markers to maintain place
- Mark responses in test booklets
- Mark responses on large-print answer document
- Use of template to maintain place for responding
- Taking the test alone or in a study carrel

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- Taking the test with a small group or different class
- Use of adaptive furniture
- Use of special lighting and/or acoustics
- Taking more breaks that do not result in extra time or opportunity to study information in a test already begun (e.g. taking a break between each subtest)
- Having a flexible schedule (e.g. time of day, days between sessions) that does not result in extra time or opportunity to study information in a test already begun

Additional information on accommodations for TABE is available at www.ctb.com Guidelines for Inclusive Test Administration. For CASAS Assessments with students who have disabilities. See: <http://www.casas.org/22R&D/Guidelines%20ADA.pdf>

Section 3: Assessment Guidelines

Effective July 1, 2007 all programs are required to use the Tests of Adult Basic Education (TABE) Locator and the Full Battery or Full Survey (IDOC), Form 9 or 10 for determining ABE/ASE/GED eligibility (Levels L, E, M, D, A), as well as the student's EFL skill area of focus. Appropriate placement is vital. Learners who are placed in an instructional level that is not at their ability level may become frustrated or bored and leave the program.

Educational Functioning Level (EFL) Placement

The beginning functional level of each student will be determined by the lowest EFL of all skill areas in which the student pre-tests. This is the EFL level recorded on IMAS and reported to the NRS as the beginning level for that student for the current fiscal year.

Example. A student is pre-tested in reading and numeracy. The student scores lower in reading than in numeracy. The student's reading score is used to place the student in an educational functioning level.

Educational Functioning Level Gain

A student is considered to have made an educational gain when the student's post-test indicates that the student has completed one or more educational functioning levels above the level in which the student was placed by the pre-test.

Example: (continuing for the student in the example listed above) To measure educational gain, the student's pre-test reading score would be compared with the reading score on the post-test. If there is a completion of one or more levels, a gain is recorded for this student on IMAS and reported to the NRS as an EFL level gain.

If a student is not post-tested, then no educational gain can be measured for that student and the student must be reported in the same educational functioning level as initially placed for NRS reporting purposes.

According to:

Measuring Educational Gain in the National Reporting System for Adult Education; Final Rule

Citation: 34 CFR Part 462, Subpart D

Subpart D--What Requirements Must States and Local Eligible Providers Follow When Measuring Educational Gain?

Sec. 462.42 How are tests used to place students at an NRS educational functioning level?

If a State's assessment policy requires a local eligible provider to test a student in multiple skill areas and the student will receive instruction in all of the skill areas, the local eligible provider must place the student in an educational functioning level that is equivalent to the student's lowest test score for any of the skill areas tested under Sec. 462.41(b) and (c).

(2) If a State's assessment policy requires a local eligible provider to test a student in multiple skill areas, but the student will receive instruction in fewer than all of the skill areas, the local eligible provider must place the student in an educational functioning level that is equivalent to the student's lowest test score for any of the skill areas--

- (i) Tested under Sec. 462.41(b) and (c); and
- (ii) In which the student will receive instruction.

TABE Administration Specifics:

Annual, state approved, assessment training is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. All TABE test administrators must receive training in proper test administration through the Idaho state Office of Adult Education. Follow-up test administration training and monitoring is required annually, at a minimum. All test administrators must participate in refresher training each year, or more often as needed.

--Pre Testing--

It is necessary to administer the Locator Test (administration 35 minutes) prior to administering the required tests, in order to determine which level (Literacy, Easy, Medium, Difficult, or Advanced) is appropriate to administer. The Locator Test determines which difficulty level of the required tests to administer, thus determining the most accurate measurement of student knowledge.

Note: The Locator cut points are guidelines (*TABE Complete Battery Test Directions*, p. 31). After the administration and scoring of the Locator Test, the test administrator should administer the appropriate level TABE to record the most accurate NRS Scale Score. If a student records a scale score outside of the NRS educational functioning level (EFL) for that level of TABE, the student should be retested using a more appropriate level of TABE. Levels E & M should be carefully monitored for this phenomenon. Test administrators may choose to administer a D-level TABE when a student scores within the M range on the Locator Test. *The TABE Norms Book for the Complete Battery and Survey* show the grade equivalents for each TABE level and should be correlated with the NRS normed scale scores.

The Locator Test cannot be used as a screening tool to determine the student's EFL or to place a student in an instructional focus area because it does not contain enough items to be reliable for that purpose. Additionally, neither a scaled score nor a grade level can be obtained from a TABE Locator Test.

Note: When determining the composite math score, both the Applied Math and the Math Computation must be administered.

Table 1: Test of Adult Basic Education Time Limits

Complete Battery Survey

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(Approximately: 3:35) (Approximately: 90)

Reading (required)	:50	Reading (required)	:25
Math Computation (required)	:24	Math Computation (required)	:15
Applied Math (required)	:50	Applied Math (required)	:25
Language (optional)	:55	Language (optional)	:25
Language Mechanics (optional)	:14		
Vocabulary (optional)	:15		
Spelling (optional)	:10		

*Idaho Department of Corrections (IDOC) is authorized to use the survey for pre-testing situations where the TABE will not be used as a diagnostic tool.

--Post Testing--

- It is required that alternate forms of the test are administered as a post-test, i.e., pre-test with form 9, and then post-test with form 10 at the same level(s) of the pre-test that generated the EFL. "Post-tests" administered during the program year need only be in the instructional skill area that the program determined to be the EFL (reading, math, or language) to determine level gain(s).
- After administration of post-tests, each student's EFL will be reviewed to determine if the student continues at the same EFL, has advanced to a higher EFL for instruction, or has completed the highest EFL for the subject post-tested. Appropriate adjustments in instruction will then be made.
- The final post-test of the year may be administered either in the EFL instructional skill area or as a complete assessment that includes a Locator Test and the Complete Battery.

Note: Administering a complete assessment pre- or post-test during May or June serves not only as a final assessment determining level gain(s), but could also serve as the student's pre-test for the new fiscal/program year.

Table 2 ABE Reading, Math, and `Language Correlations

ABE Educational Functioning Level (EFL)	TABE Grade Equivalent (GE)	TABE Scale Scores		
		Reading	Math	Language
1. Beginning Literacy	0 – 1.9	<=367	<=313	<=389
2. Beginning Basic Education	2.0 – 3.9	368-460	314-441	390-490
3. Low Intermediate	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate	6.0 – 8.9	518-566	506-565	524-559
5. Low Adult Secondary	9.0 – 10.9	567-595	566-594	560-585
6. High Adult Secondary	11.0 – 12.9	>=596	>=595	>=586

CASAS Administration Specifics:

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Effective July 1, 2007 all programs are required to use either the CASAS Reading assessment and/or the CASAS Listening assessment **for ESL students**. Programs will use the Life and Work Series or existing copies of Life Skills Series. Learners who are placed in an instructional level that is not at their ability level may be frustrated or bored and leave the program.

Annual, state approved, assessment training is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process.

CASAS requires that at least one person from each agency using the CASAS assessment successfully complete CASAS Implementation training. Idaho has one state certified CASAS trainer who will provide regional training, as needed. Follow-up test administration monitoring is required annually, at a minimum. All test administrators must participate in refresher training each year, or more often as needed.

Table 3: CASAS Test Administration Time Limits

ESL Appraisal			Post –test or monitoring Test
Reading	:25	Reading	Most students will finish within one hour. It is ok to give 2-3 extra minutes if needed to complete
Listening	:25	Listening (length of tape with no stops or replays)	:28 to :33

Pre-tests

Appraisal is administered before CASAS Reading and/or Listening assessments are given.

- This test allows for group administration.
- Time required for administration averages 90 minutes.
- Programs should administer post-tests, using alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. Typically, programs assess after approximately 70-100 hours of instruction.
- Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.

Post-tests

- It is required that alternate forms of the test be administered as a post-test, i.e. if students were pre-tested with an even-numbered form, then post-test with the odd-numbered form at the same level that generated the EFL to determine level gains. Refer to the *Suggested Next Test Chart*
- “Post-tests” administered during the program year need only be in the instructional skill area that the program determined to be the EFL (reading or listening).
- After administration of post-tests, each student’s EFL will be reviewed to determine if the student continues at the same EFL, has advanced to a higher EFL for instruction, or has completed the highest EFL for the subject post-tested. Appropriate adjustments in instruction will then be made.
- The final post-test of the year may be administered either in the EFL instructional skill area (skill area) or as a complete assessment, using the same CASAS series that was originally administered, to determine level gain(s) for the year.

Table 4 ESL Reading/Writing Correlations - CASAS

ESL Federal Functioning Level (FFL)	Reading/ Writing SPL	CASAS Life Skills, or Life and Work Reading
7. Beginning ESL Literacy	0	<=180
	1	
8. Low Beginning ESL	2	181-190
9. High Beginning ESL	3	191-200
10. Low Intermediate ESL	4	201-210
11. High Intermediate ESL	5-6	211-220
12. Advanced ESL	7	221-235
Program Exit	8+	236+

NOTE: A COMPLETE ASSESSMENT, INCLUDING APPRAISAL, ADMINISTERED AS A PRE- OR POST-TEST GIVEN DURING MAY OR JUNE SERVES NOT ONLY AS A FINAL ASSESSMENT DETERMINING LEVEL GAINS, BUT COULD ALSO SERVE AS THE STUDENT'S PRE-TEST FOR THE NEW FISCAL/PROGRAM YEAR.

Section 4: Pre-Service and In-Service Staff Training

Required Assessment Training:

For staff who either administer or score each of the tests used to measure educational gain. Assessment training will be provided by the State Professional Development (PD) Coordinator or a regional trainer who has been trained and certified by the State Office of Adult Basic Education. The State training coordinator will oversee all pre and in-service assessment training whether provided by the state or in a local or regional AEFLA funded program. All data and evaluations will be collected by the state PD coordinator and entered into the PD Database.

TEST OF ADULT BASIC EDUCATION (TABE)

State Level TABE Trainer

The Idaho state level trainer in TABE must complete TABE training with McGraw-Hill. AEFLA Leadership funds support ongoing training with McGraw-Hill for the State TABE trainer to update and stay current with TABE policy and testing guidelines. The

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State TABE trainer will attend an annual training with McGraw-Hill to ensure that high quality training in administering the TABE is implemented and monitored in the state.

All state level assessment trainers are selected by the State ABE Director. Since Idaho is a very small state with limited funding, we are only able to support one state level TABE and one state level CASAS trainer at this time. If an assessment trainer is selected from a regional AEFLA funded program, the ABE Director selects the assessment trainer in coordination with the regional program manager. In order for an individual to become a state approved assessment trainer, he/she must be able to provide, at the minimum, documentation of a post-secondary degree and coursework or experience in the field of assessment. It is also recommended that the selected state TABE trainer has experience in administering the TABE assessments and in scoring and placing students in appropriate levels based upon assessment scores.

TABE Administrator and Scorer Certification Training

Any TABE training provided at the local level must be conducted by a state approved TABE implementation trainer who has completed the state required assessment coursework and earned a state TABE Implementation training certificate. This certificate is issued by the State ABE Office after the successful completion of all coursework. The regional trainers will work closely with the state PD coordinator throughout the year to ensure that training content follows state guidelines, evaluations are collected, and in-service training is completed each year. Training certificates will be provided to a local trainer after completing 20 hours of training provided by the state TABE trainer.

Each training includes the following topics:

1. NRS policy, accountability policies, and the data collection process. (4 hours)
2. NRS Definitions of Measures. (4 hours)
3. TABE administration guidelines outlined in the TABE Administration Handbook including student placement (4 hours)
4. IMAS procedures for data collection (8 hours)

The state will approve one or two TABE trainers in each region to ensure high quality training and adequate follow-up and monitoring of training. To obtain a TABE training certificate, the individual will be selected by the regional program director and sent to the state training for TABE Implementation trainers. All coursework will be reviewed and approved by the state training coordinator and the State ABE Director.

TABE Test Administrators

Each AEFLA funded adult basic education program in the state will include in their leadership plan and budget an annual professional development activity in TABE administration and student placement. A regional training is required each year with continual training and follow-up training provided, as needed and as listed below as pre-service and in-service training. In order to administer the TABE or any part of the

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TABE, a test administrator must have documented evidence of participation in an annual training session which follows the state approved content outline and guidelines.

Pre-service TABE Test Administrators Training (New Staff)

New staff or faculty administering the TABE are required to attend an 8 hour pre-service training approved by the state TABE trainer prior to administering the TABE. A statewide TABE training will be offered every June. Regions may schedule additional TABE training, from the state TABE trainer, as needed.

In-service TABE Administrators Training (Previously trained test administrators)

Previously trained staff and faculty administering the TABE are required to attend a 4 hour in-service training, provided either regionally or by the State, prior to the beginning of each fiscal year. This training will be conducted by either the state TABE trainer or the approved regional TABE trainer who has attended state in-service training within the current year. State in-service training will be conducted each June at summer conference, and regionally, as needed. The training must follow the state content guidelines as outlined in the following.

Each training will include the following topics:

1. NRS policy, accountability policies, and the data collection process
2. NRS Definitions of Measures
3. TABE administration guidelines outlined in the TABE Administration Handbook including student placement
4. IMAS procedures for data collection

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

State CASAS Trainer

The State provides leadership funding to both support the state CASAS trainer, as well as, to ensure that the state CASAS trainer fulfills all training requirements (and continued training requirements) in order to stay current with the certification requirements of CASAS. This requires attendance at the CASAS annual conference where ongoing training is provided. The state CASAS trainer will also be required to attend the CASAS Consortium meetings with the state director so he/she is current with all CASAS policy and/or changes in policy. In order for an individual to become a state CASAS trainer, she must be able to provide, at a minimum, documentation of a post-secondary degree and coursework or experience in the field of assessment. It is also recommended that the selected state CASAS trainer has experience in administering the CASAS assessments and in scoring and placing students in appropriate levels based upon assessment scores.

CASAS Administrator and Scorer Certification Training

Each AEFLA funded adult basic education program in the state will include in their plan and budget annual CASAS professional development activity. CASAS requires that at least one person from each region using the CASAS assessment successfully complete

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CASAS Implementation Training in order to earn a CASAS Implementation Training Certificate. The Idaho CASAS Implementation Training Certificate requires 20 hours of training, which is provided by the Idaho State certified CASAS trainer. The state certified CASAS trainer is also available to provide state and regional training, as well as in-service training for all CASAS administrators and Implementation trainers.

Each training will include the following topics:

1. NRS policy, accountability policies, and the data collection process. (4 hours)
2. NRS Definitions of Measures. (4 hours)
3. CASAS administration guidelines outlined by CASAS (4 hours)
4. IMAS procedures for data collection (8 hours)

Pre-service CASAS Test Administrators Training (New Staff)

New staff and faculty administering the CASAS are required to attend an 8 hour regional CASAS training prior to administering the CASAS. A regional trainer, who possesses a current CASAS training certificate may provide the regional training for new staff in accordance with state guidelines and state assessment policy.

In-service CASAS Test Administrators Training (Previously trained staff)

Previously trained staff and faculty are required to attend a four hour in-service training. This will be provided regionally prior to the beginning of each fiscal year. This training will be conducted by either the state CASAS trainer or a regional CASAS trainer who has attended state in-service training within three months prior to conducting the regional training. State in-service training will be held each June.

Pre-service and in-service training include the following topics:

1. NRS policy, accountability policies, and the data collection process.
2. NRS Definitions of Measures.
3. CASAS administration guidelines outlined by CASAS
4. IMAS procedures for data collection

IDAHO MANAGEMENT AND ACCOUNTABILITY (IMAS)

State IMAS Trainer

The state IMAS trainer will complete annual training provided by Benchmark as well as reviewing all NRS Guideline updates. The state will provide funding to support all necessary annual training.

Local Data management staff

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Each AEFLA funded adult basic education program in the state will include in their plan and budget annual IMAS professional development activity for teachers and other local staff involved in gathering, analyzing, compiling, and reporting data for the NRS.

Pre-service IMAS Training

New staff is required to attend a 12 hour state conducted data pre-service training, which will be scheduled each year in June, prior to conducting any further assessment. Regions may schedule additional trainings as needed.

In-service IMAS Training

Previously trained staff is required to complete the NRS Online Training outlined by the Idaho Adult Basic Education Professional Development Guidelines prior to the beginning of each fiscal year. The completion certificates must be submitted to regional professional development coordinators to complete this training. The names and dates of completions must be submitted to the state professional development coordinator for state documentation.

Each training will include the following topics:

1. NRS policy, accountability policies, and the data collection process.
2. NRS Definitions of Measures and Conducting Assessments
3. IMAS procedures for data collection

Recording Training:

All training conducted in Idaho for AEFLA funded programs is documented through the Idaho Professional Development database. Data and evaluations are submitted to the State PD coordinator for state approved training provided at the local level, and all statewide training data and evaluations are collected by the state PD coordinator, as well as the data collected from online training provided by the state. Data is entered by the state PD coordinator. Participant names, training dates and times are entered into the database and all course materials, training outlines, original participant sign-in sheets, and one and three month course evaluations are filed in separate binders to provide back-up information recorded in the training database. Training evaluations are used to inform the planning process for future statewide and regional training.

Section 5: New Assessment Adoption

Procedures for Implementing New Assessments or Changing Assessments

The adoption of any new assessment will be researched by the state office to confirm that it is approved by the NRS and meets all standards of validity and reliability. It must also provide clear measures demonstrating that it has identifiable scales scores that are

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normed to NRS educational functioning levels. It provides clear pre-test and post-test directions as well as comparable alternate forms for post-testing. Any new assessment will also provide clearly defined administration specifics which, after the assessment has been approved for adoption, will be submitted for an amendment to the state assessment policy.

State AEFLA funds will be provided to programs for purchasing an adequate number of copies of each new assessment, and all purchase requests will be included in the yearly regional program budget, submitted to the state, and subject to approval.

Idaho plans to implement a one year pilot project in each region prior to acquiring a new assessment, whenever this is feasible. If a test change is required that does not allow for a pilot project design, the state will move forward with training and implement the test statewide. The state will support the training of at least one state level assessment person in the administration and use of the new assessment. The state trainer will both take the test and administer the test prior to providing training to regional staff. Upon completion of training, the state assessment person will conduct training and provide technical assistance to each regional AEFLA funded program, both during the pilot project stage and in the full implementation stage. The training for all staff will follow the TABE and CASAS guidelines listed above for new test administrators.

___A State Trainer/s will be selected to attend training from the testing vendor in all aspects of the assessment. The state assessment trainer must possess a higher level post-secondary degree and have either coursework or experience in the field of assessment.

___Test administration training is required prior to the administration of any new assessment. It will be provided by the state trainer and supported with AEFLA Leadership funds. The state assessment trainer will follow-up all statewide training with technical assistance and/or further regional training, as needed.

___ Whenever feasible, all new tests will be piloted in AEFLA funded programs at least one year in advance to full program implementation. This will allow time for staff and program personnel to acquaint themselves with the administration and implementation of a new assessment. Scoring tests and placement of students based on test results will be included in the training.

___Testing with a new instrument will be evaluated and a yearly site monitoring will be conducted in each AEFLA funded program to ensure that proper test procedures, as well as Idaho's Assessment Policy is followed.

___All training will be documented in the Idaho Professional Development database.

Appendix 1

GOAL-SETTING POLICY

National Reporting System Outcome Measures

Goal-setting for NRS is an integral part of the education process for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) programs.

Establishing goals not only helps define the specific areas in which instruction and learning is to be focused but also provides a benchmark by which programs and students can assess their progress. Programs must assign student outcome measures according to NRS definitions and differentiate between core measures for reporting and goals for instructional purposes. Within the NRS framework, only core measures that are attainable during the program year (July 1 – June 30) are reportable. Please note that **all students must set goals within the first two weeks of program entry and the student goal/s must be recorded on both the intake form and in IMAS**. The task of setting the NRS goal will be completed during the interview process, which is usually conducted within the first few days or first week of program entry, when the advisor and student are developing the individualized education plan together.

In the NRS framework, all students are assumed to have at least one goal - development of literacy skills. This assumed goal is the reason that all enrolled students are counted in the educational gain measure and reported in NRS Table 4. Documentation to verify the student's completion of an Educational Functioning Level (EFL) and movement to a higher EFL, therefore, is an important responsibility of the ABE/GED/ESL program and individual instructor. Accurate pre- and post-test assessment, using the state standardized assessment instruments is the only way to verify completion of an EFL or movement from one EFL to the next included in Idaho's NRS data. Learner outcomes for the NRS data should be re-evaluated as needed and on an annual basis at minimum.

IMAS Tip: NRS outcome measures regarding educational gains are documented in IMAS by entry of pre- and post-test scale scores. Data match provides documentation for employment. A match with GEDTS determines post secondary and GED completion outcomes.

The National Reporting System has set five **core measures** that meet the requirements of the Adult Education and Family Literacy Act.

- **Educational Gain** – Learner completes or advances one or more educational functioning levels (EFL) from the starting level measured upon entry into the program.
- **Entered Employment** – Learner obtains a job by the end of the first quarter after the program exit quarter.
- **Retained Employment** – Learner remains employed in the third quarter after the program exit quarter.
- **Receipt of Secondary School Diploma or GED** – Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests, secondary school diploma or state recognized equivalent.
- **Placement in Postsecondary Education or Training** – Learner enrolls in a postsecondary educational or occupational skills-training program that does not duplicate other services of training received, regardless of whether the prior services or training were completed.

More guidance for goal-setting is available in the National Reporting System Guidelines Manual Chapter II, *NRS Measure Definitions and Data Collection Methods*, page 44.

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Student Instructional Goals

It is the state's expectation that programs will have established student centered intake and goal-setting processes aligned with the state's adult education standards and performance indicators. (Refer to the IMAS Manual guidelines under "Student Intake")

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These program standards address setting goals for instruction and should be developed cooperatively with the teacher and the learner. In setting these goals, it is important that a means of assessing the student goal is identified to assure that the learner understands the steps for achieving their goal. Instructional goals should be re-evaluated on an on-going basis as the learner progresses.

Programs should have written procedures in place for orienting students to the program and helping them set goals that are both realistic and attainable within the program year.

Establishing short-term instructional goals in addition to long-term goals enables the learner to document success leading to the long-term goal. A copy of the student's instructional goals, as well as their NRS goals (core outcomes) should be included in the student's folder for documentation and on-site review. Program manager and instructors are responsible for monitoring intake forms with core outcomes and goal-setting.

Professional development training is available for goal-setting through the Idaho state Office of Adult Education and is mandatory training for all new teachers. (Refer to the Leadership and Training Calendar on-line at <http://www.sde.state.id.us/certification/AdultEd.asp>).

Appendix 2

Resources for Information and Assistance

Individuals requiring information or assistance related to assessment policy or procedures in Idaho should contact:

State Director Cheryl Engel at CSEngel@sde.idaho.gov

For information concerning the Idaho Management and Accountability System (IMAS) contact:

Vicki Morgan: vicki_morgan@nic.edu

For information concerning the TABE or CASAS please contact State trainers:

CASAS –Danielle Collins dcollins@eitc.edu

TABE- Melody Clegg clegmelo@isu.edu

For information concerning all available training and/ or technical assistance please contact:

Melody Clegg clegmelo@isu.edu

Addendum 1

Distance Learning Policy

Idaho Distance Learning Policy- July 1, 2009

Any distance education option must comply with all components of the assessment policy as does as any classroom- based instruction. Pre-testing, post-testing, and NRS reporting must all follow the guidelines set forth in this state assessment policy. This refers to minimum hours required to report students on NRS Table 4, pre-testing for ABE and ESL students, and post-testing for each. Accommodation guidelines must also be followed.

1. State Context

Idaho has a largely dispersed, rural population. These factors make it difficult to provide or have students attend on-site adult basic education (ABE) classes in all locations. A significant number of adults in Idaho are classified as working poor. They are required to work 2-3 different jobs just to sustain themselves and their families. To attend on-site classes multiple times a week is either impossible or creates an extreme hardship for them.

The funding for ABE in Idaho has remained flat for the past eight years. While the program has fostered stronger collaborative partnerships in offering services, these partnerships have not been able to contribute financial resources to these programs. This necessitates Idaho's Adult Basic Education Program to consider additional options in order to provide services for its target population.

Distance education allows students the opportunity to complete assignments at times that are convenient for them. Dispersed, rural populations have the opportunity to participate in ABE programs without being on-site for all instruction. Teachers have the ability to individualize instruction. Project Ideal, who has worked with a consortium of states in studying distance education, has collected evidence showing that students can receive effective instruction and make academic progress through distance education.

“Initial costs (*for distance education*) frequently exceed those for classroom based programs, but tend to drop dramatically over time, as teachers and adult education programs become more skilled at recruiting and supporting the appropriate learners.” (Johnston, J. and Petty, L. *Distance Education- Expanding Options in Adult Education* [under review]).

The ability to provide services for a wider group of the adult basic education target population, for these services to be an effective means of reaching academic goals, and to provide these services at a reduced cost per student has led Idaho to participate in a distance learning pilot program with Project Ideal for GED students during the 2007/08 fiscal year. During the 2008/09 fiscal year, the Idaho Adult Basic Education program will conduct and extend the pilot program to all ABE regions in the state, upon their application to the program (meeting the requirements outlined in this document) and their adherence to the approved State distance learning policy and adult basic education assessment policy. During the 2008/09 implementation program, participating regions will submit quarterly reports outlining numbers of students participating in distance learning instruction, pre-test and post-test information, and core goal completions. At the conclusion of the 2008/09-year, the distance learning implementation program data and procedures will be evaluated for adherence to policy and program effectiveness. Program changes will be made as needed to provide a responsive distance learning adult basic education program in Idaho.

2. Distance Learning Requirements & Definition

Definition: Distance education is formal learning activities where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to: print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Eligibility: Adult Basic Education (ABE) distance learning students in Idaho must be individuals who fit within the definition of adult basic education “Target Population” as defined in AEFLA.

Requirements for Contact Hours: Students participating in distance education must meet the same standards for direct contact hours as all ABE students enrolled in AEFLA funded ABE programs, which includes obtaining a minimum of 12 hours of instructional contact with the program before being entered into IMAS and reported on the appropriate NRS Table 4.

Direct hours include face-to-face orientations, testing sessions, goal reviews, and contacts through such means as telephone, video-conferencing, and online discussions. All direct instructional contact hours involve personal, documented interaction between students and instructors. All required pre- and post-tests, mandated in the Idaho ABE Assessment Policy, will be conducted through in-person, direct contact.

Requirements for Proxy Contact Hours: Proxy hours will be calculated through approved asynchronous forms of instruction, including: e-mail, listservs, audiocassette courses, videotaped courses, correspondence courses, and Internet-based courses.

Programs will measure proxy seat-time of distance learners using any of the models below, depending on the curriculum being used in the program.

Clock Time Model (example curriculum: SkillsTutor) This model assigns contact hours based on the elapsed time that a learner is connected to the online program.

Mastery Model (example curriculum: Crossroads Café) Students are required to take mastery tests at the completion of each instructional unit. Ten proxy contact hours are awarded for each test the student passes with a score of 70% or better. This corresponds to the assigned number of proxy hours established by North Carolina and used in other Project IDEAL states.

Teacher Verification Model (example curriculum: GED Connection) This model provides for students to be assigned a predetermined number of proxy hours for completing each instructional component (e.g., completing workbook activities for the unit).

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Additional seat-time may be credited through documented contact in emails, listservs, and on-line discussion groups.

Assessment requirements: All students participating in distance learning will be required to follow the same pre-test and post-test policies as listed in the Idaho Adult Basic Education Assessment Policy. They will accrue hours to qualify for post-testing by at least 51% of their hours being documented proxy contact hours.

NRS Reporting: Students participating in distance learning who have at least 51% of their hours through proxy contact hours will be counted in the NRS Tables 4c and 5a. They will not be counted on NRS Tables 4b & 5.

Distance Learning Curricula to be Used: Only the following curricula may be used to accrue proxy contact hours:

- A. SkillsTutor (Clock Time Method)*
- B. GED Connection (Teacher Verification Model)*
- C. Crossroads Café (Mastery Model)*
- D. Additional print material whose lessons have contact hours
Established and approved by the State of Idaho's Adult Basic
Education Office,
following the approved formula established by Project Ideal.
(Teacher Verification Model)

The establishment of contact hours will be determined by a study conducted by the State Office according to the following plan:

- i. Curriculum is chosen by the state office
- ii. A sample of no less than 10 classroom teachers (per Project Ideal) track how long they spend teaching the Curriculum content, on a unit-by-unit basis.
- iii. Average times for each unit are calculated from sample classrooms and that time is assigned for proxy contact hours for that unit.
- iv. A sample of distance learning teachers throughout the state track how long their students take to complete the same instructional units.
- v. The distance learning data and proxy hours assigned through averaging of classroom data are compared. Adjustments to proxy hours are made.
- vi. These hours are clearly outlined and added as an appendix to the State Distance Learning Policy.
- vii. Training is conducted for each new curriculum added.

*See Distance Learning appendix A for specific curricula policies.

3. Application Procedures for Operation of Distance Learning Programs

Any agency in the state may offer distance learning as an option for their learners provided that:

- A. They inform the State ABE Office of their intent to participate
- B. They agree to comply with the approved distance learning policy
- C. Any participating teachers from the agency participate in the distance learning training offered by the state (see training requirements below).
- D. They receive written approval to participate from the State ABE Office

Agencies may not begin offering distance learning until they have met these requirements.

4. Funding for Distance Learning Programs

Distance learning simply provides an additional instruction method for regions to use. Since Idaho has finished its initial pilot phase, agencies will be funded for distance learning in the same way they are funded for all other services they provide. No special or additional funds will be available for distance learning.

5. Training Requirements

Required Training:

All AEFLA funded adult basic education programs wishing to implement an Idaho approved distance education application will be required to attend the Idaho Distance Education training module prior to implementation. This training will include a review of research in the field of adult learning and online, distance education models. It will also include specific activities regarding the distance education policy and the counting of time, documentation, follow-up and monitoring. All teachers who will be involved in teaching a distance education application will be required to complete the distance education training and/or complete the Project Ideal DL 101 (or an equivalent) class regarding distance education implementation and teaching strategies.

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Follow-up to the initial training will follow evidence-based methods, including mentoring through the first year of each instructor's participation.

Distance Learning Appendix A

SkillsTutor

Method to accrue proxy attendance hours:

Clock Method: This model tracks time that students are logged in and working on assignments

Proxy Hours: Proxy hours are reported from the Student Detail Report on SkillsTutor

Participation Requirement:

Students and teachers are required to sign a student contract prior to students beginning distance learning. See Distance Learning Appendix C.

Instructors will, at a minimum, meet with students for:

- A. Orientation & goal setting
- B. Twice monthly meetings to review completed work, request assistance, and receive new assignments
- C. Additional goal review as needed

Students are exited from program after 90-days of inactivity
(Per NRS Guidelines)

GED Connection

Method to accrue proxy attendance hours: (validated by Project Ideal):

Teacher Verification Model: This model assigns contact hours based on the average hours to complete GED Connection units as determined by a study conducted through Project Ideal.

- | | |
|-----------------|--------------------------|
| 75-100% of unit | 4 hours (See Appendix B) |
| 50-74% of unit | 2 hours (See Appendix B) |
| 1- 49% of unit | 0 hours (See Appendix B) |

Specific targeted audience: Students whose NRS level indicates the ability to work on GED Connections materials that is written at a 10.2 G.E.

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Specific Workbook Directions:

1. The first unit for each subject (writing, reading, social studies, science, and math) includes a subject-specific test that should be counted as 1 proxy hour.
2. The post-tests for each subject should be credited at 1 proxy hour per test.
3. Several units in the GED Connection's Writing Workbook contain Assignments to write practice essays. Each practice essay is counted as 50% of the seat time for that unit. In units 4,5,6, and 10, only one option for 2 hours can be recorded for each student: either the option with the essay or the one without it.
4. The sub-headings for each program in the writing workbook's answer key are counted as individual assignments or questions. If a sub heading has numbered questions, each question is counted individually.

See Appendix B listing each program and the number of questions required to earn contact hours (proxy attendance).

5. Instructors will, at a minimum, meet with students for:
 - A. Orientation & goal setting
 - B. Twice monthly meetings for each student to turn in assigned work, request assistance, and receive new assignments. The instructor will record completion of proxy attendance at this time, after correcting students' work.
 - C. Final goal review and collection of workbooks
6. Students and instructors will complete the student contract at orientation.
7. Instructors will assign work according to pre-test TABE scores and students' individual goals. Post-tests will be administered on-site and according to the Idaho Assessment Policy.

** Policy for Idaho Distance Learning based upon IDEAL- Working Paper No. 2, "Measuring Contact Hours and Educational Progress in Distance Education Programs," September 2005 Update. We thank the North Carolina Adult Education Program for sharing their EL Civics Matrix, which we adapted for both Idaho's ABE and ESL programs.*

Crossroads Cafe

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Method to accrue proxy attendance hours:

Mastery Model: This model requires 70% mastery on an instructor Administered assessment at the end of each unit. (Validated by North Carolina and Project Ideal).

Proxy Hours: 10 proxy hours are recorded for each unit mastered at the 70% referred to above.

Participation Requirement:

Students and teachers are required to sign a student contract prior to students beginning distance learning. See Appendix C.

Instructors will, at a minimum, meet with students for:

- A. Orientation & goal setting
- B. Twice monthly meetings to review completed work, request assistance, and receive new assignments
- C. Additional goal review as needed

Students are exited from program after 90-days of inactivity
(Per NRS Guidelines)

Distance Learning Appendix B

GED Connection: Reading and Language

	Hours
R/W Program 1 13-25 questions & essay	2
R/W Program 1 13-25 questions OR essay	1
R/W Program 1 1-12 questions & no essay	0
R/W Program 2: 11-21 questions	4
R/W Program 2: 16-21 questions	2
R/W Program 2: 11-15 questions	0
R/W Program 3: 4-5 questions	4
R/W Program 3: 3 questions	2

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R/W Program 3: 1-2 questions	0
R/W Program 4: 4-14 questions & essay	4
R/W Program 4: 0-3 questions & essay	2
R/W Program 4: 14 questions & no essay	2
R/W Program 4: less than options 2 or 3 above	0
R/W Program 5: 10-39 questions & essay	4
R/W Program 5: 0-9 questions & essay	2
R/W Program 5: 39 questions & no essay	2
R/W Program 5: less than options 2 or 3	0
R/W Program 6: 8-31 questions & essay	4
R/W Program 6: 0-7 questions & essay	2
R/W Program 6: 31 questions & no essay	2
R/W Program 6: less than options 2 or 3 above	0
R/W Program 7: 72-96 questions or assignments	4
R/W Program 7: 48-71 questions	2
R/W Program 7: 1-47 questions	0
R/W Program 8: 59-78 questions	4
R/W Program 8: 39-58 questions	2
R/W Program 8: 1-38 questions	0
R/W Program 9: 27-36 questions	4
R/W Program 9: 18-26 questions	2
R/W Program 9: 1-17 questions	0
R/W Program 10: 4-15 questions & essay	4
R/W Program 10: 0-3 questions & essay	2
R/W Program 10: 15 questions & no essay	2
R/W Program 10: less than options 2 or 3 above	0
R/W Practice Test: 13-25 questions & essay	2
R/W Practice Test: 13-25 questions OR essay	1
R/W Practice Test: 1-12 questions & no essay	0
R/W Reading Pre-test: 10-20 questions	1
R/W Reading Pre-test: 1-9 questions	0
R/W Program 11: 13-17 questions	4
R/W Program 11: 9-12 questions	2
R/W Program 11: 1-8 questions	0
R/W Program 12: 30-39 questions	4
R/W Program 12: 21-29 questions	2
R/W Program 12: 1-20 questions	0
R/W Program 13: 33-43 questions	4
R/W Program 13: 22-32 questions	2
R/W Program 13: 1-21 questions	0
R/W Program 14: 37-49 questions	4
R/W Program 14: 25-36 questions	2

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R/W Program 14: 1-24 questions	0
R/W Program 15: 36-48 questions	4
R/W Program 15: 24-35 questions	2
R/W Program 15: 1-23 questions	0
R/W Reading Practice Test: 10-20 questions	1
R/W Reading Practice Test: 1-9 questions	0

GED Connection: Social Studies & Science

	Hours
Social Studies Pretest: 15-30 questions	1
Social Studies Pretest: 1-14 questions	0
Social Studies Program 16: 11-14 questions	4
Social Studies Program 16: 7-10 questions	2
Social Studies Program 16: 1-9 questions	0
Social Studies Program 17: 53-70 questions	4
Social Studies Program 17: 35-52 questions	2
Social Studies Program 17: 1-34 questions	0
Social Studies Program 18: 39-51 questions	4
Social Studies Program 18: 26-38 questions	2
Social Studies Program 18: 1-25 questions	0
Social Studies Program 19: 36-48 questions	4
Social Studies Program 19: 24-35 questions	2
Social Studies Program 19: 1-23 questions	0
Social Studies Program 20: 42-56 questions	4
Social Studies Program 20: 28-41 questions	2
Social Studies Program 20: 1-27 questions	0
Social Studies Program 21: 39-51 questions	4
Social Studies Program 21: 26-38 questions	2
Social Studies Program 21: 1-25 questions	0
Social Studies Practice Test: 22-29 questions	1
Social Studies Practice: 0-21 questions	0
Science Pretest: 15-30 questions	1
Science Pretest: 1-14 questions	0
Science Program 22: 8-10 questions	4
Science Program 22: 5-7 questions	2
Science Program 22: 0-4 questions	0
Science Program 23: 44-58 questions	4
Science Program 23: 29-43 questions	2
Science Program 23: 1-28 questions	0

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Science Program 24: 45-59 questions	4
Science Program 24: 30-44 questions	2
Science Program 24: 1-29 questions	0
Science Program 25: 52-69 questions	4
Science Program 25: 35-51 questions	2
Science Program 25: 1-34 questions	0
Science Program 26: 42-56 questions	4
Science Program 26: 28-41 questions	2
Science Program 26: 1-27 questions	0
Science Practice Test: 15-30 questions	1
Science Practice Test: 1-14	0

GED Connection: Math

	Hours
Math Pretest: 12-25 questions	1
Math Pretest: 0-11	0
Math- Program 27: 8-11 questions	4
Math- Program 27: 5-7 questions	2
Math- Program 27: 0-4 questions	0
Math- Program 28: 47-63 questions	4
Math- Program 28: 32-47 questions	2
Math- Program 28: 1-31 questions	0
Math- Program 29: 51-68 questions	4
Math- Program 29: 34-50 questions	2
Math- Program 29: 1-33 questions	0
Math- Program 30: 57-75 questions	4
Math- Program 30: 37-56 questions	2
Math- Program 30: 1-36 questions	0
Math- Program 31: 51-68 questions	4
Math- Program 31: 34-50 questions	2
Math- Program 31: 1-33 questions	0
Math- Program 32: 50-66 questions	4
Math- Program 32: 33-49 questions	2
Math- Program 32: 1-32 questions	0
Math- Program 33: 45-60 questions	4
Math- Program 33: 30-44 questions	2
Math- Program 33: 1-29 questions	0

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Math- Program 34: 42-56 questions	4
Math- Program 34: 28-41 questions	2
Math- Program 34: 1-27 questions	0
Math- Program 35: 49-65 questions	4
Math- Program 35: 33-48 questions	2
Math- Program 35: 1-32 questions	0
Math- Program 36pt1: 42-56 questions	4
Math- Program 36pt1: 28-41 questions	2
Math- Program 36pt1: 1-27 questions	0
Math- Program 36pt2: 32-43 questions	4
Math- Program 36pt2: 22-31 questions	2
Math- Program 36pt2: 1-21 questions	0
Math- Program 37: 42-55 questions	4
Math- Program 37: 28-41 questions	2
Math- Program 37: 1-27 questions	0
Math- Program 38: 80-106 questions	4
Math- Program 38: 53-79 questions	2
Math- Program 38: 1-52 questions	0
Math- Program 39: 62-82 questions	4
Math- Program 39: 41-61 questions	2
Math- Program 39: 1-40 questions	0
Math Practice Test: 12-25 questions	1
Math Practice Test: 0-11	0

Distance Learning Appendix C

Distance Learning Student Contract:

I, _____ (student), agree to the following:

1. I will take the appropriate pre-tests as defined by the Idaho's ABE policy.
2. I will attend an orientation and goal-setting meeting with my instructor.
3. I will complete all assignments on my own, with help as needed from the instructor.

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4. I will attend an on-site class and submit assignments to my instructor at least twice a month.
5. I will inform my instructor if I will not be able to attend scheduled classes.
6. I will follow my instructor's directions as to whether students should write in the workbooks.
7. I will return all workbooks upon completion of studies or if I can no longer participate.
8. I will take a post-test to measure my progress as directed by my instructor.

I, _____ (instructor), agree to the following:

1. I will schedule an orientation and goal-setting meeting with each student.
2. I will assign each student appropriate assignments as determined by his/her goals and assessed academic needs.
3. I will schedule classes at least twice a month with distance learning students to review completed work, provide assistance, and make new assignments as needed.
4. I will record student's progress and attendance at each class.
5. I will assist each student, as needed, with additional materials and/or time to supplement or explain SkillsTutor and/or workbook material.

Student: _____ Teacher: _____
Date: _____